



AN ETHNOGRAPHIC INSIGHT INTO ETHIOPIAN ENGLISH EDUCATION

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ABSTRACT

The paper believes in the hypothesis that learning is simply acquiring or understanding the linguistic components of a language at cognitive level, whereas mastering is the part of using them in a well structured way with perfection and ease. Given this dichotomy, there is a grave concern among the EFL learners that they have been learning English for several years but they are not able to master it. Viewing the nature of the issue, this study was carried out with three long-term ethnographic observations in three phases totaling 15 months. The first phase of this study was aimed at exploring the major linguistic and non-linguistic impediments in mastering English from causal perspective only; whereas, the second phase discussed the issue from both causal and remedial perspectives, especially of linguistic impediments. This paper, which is the third or the last phase of the study, adds up remedies for the non-linguistic impediments too. To answer seven research questions, the paper has employed three data gathering tools: participant observation, unstructured interview, and document analysis; whereas, analytic induction and percentile scale have been used to analyze the qualitative and quantitative data respectively. Under findings, twelve linguistic and twelve non-linguistic impediments were found as serious deterrents in mastering English. From remedial perspective, the paper has proposed empirical approaches to overcome both linguistic and non-linguistic impediments followed by apposite recommendations.

KEY WORDS: Learning, Mastering, ELT methods & activities, Linguistic & Non-linguistic impediments.

1. INTRODUCTION

Today, English is not merely a global lingua franca; it has become a vital tool of progress or a key to success in every walk of life. In Ethiopian context, English is being used paradoxically as a foreign language rather than second language because average Ethiopians believe that English can never be a crutch to survive in Ethiopian society. In 1994, a constitutional amendment was made in which regional languages were allowed to be used as the medium of instruction in Ethiopia. Although Ethiopia's need for English language is more intensified as globalization is the agenda of the time, the 'depressing picture of English language teaching' never improved (Eshetie, 2010). English is foreign to most, and is known and used only by a small minority of educated, economic, and/or political elite in Ethiopia (Bogale, 2009). There is a grave concern among the EFL learners in the eastern Ethiopia that they have been learning English for several years but they are not able to master it.

It is forgotten that language is formed and moulded by the unconscious action of the community as a whole rather than compressing the grammar of a language into a set of rigid rules and stuffing them into the heads of the students. Viewing the concern of the learners, the paper believes in the hypothesis that learning is *understanding* the linguistic components of a language and mastering is the part of *using* them in a well structured way with perfection and ease. If learning is process, mastering is product; if learning is path, mastering is destination. Mastering is aimed at acquiring utmost perfection in speech fluency, writing accuracy, stylistic nuances, word choice, accent, etc. Despite acquiring linguistic competence, the learners find it difficult to make their knowledge functional in real life situation for lack of mastering the language. The following figure 1 depicts the status of learning and mastering English in Ethiopia.

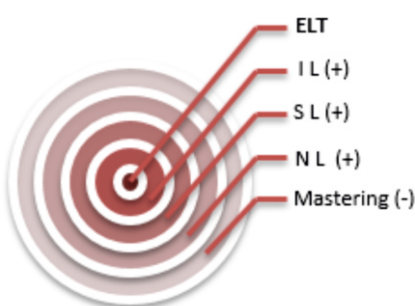


Figure 1. The Status of Learning vs. Mastering

Figure 1 shows that the outer circles of *item learning* (IL), *system learning* (SL), *natural learning* (NL), and *mastering* are gradually fading in colour than the inner circles which substantiate that IL, SL, NL, and mastering do not occur in a desirable quantum. Item learning refers to learning a language at word level; system learning refers to learning at sentence level; natural learning refers to the state in which learner starts learning a language either inductively or deductively using

generalization, under-generalization, and over-generalization (Krashen, 1987). It is noteworthy that item, system, and natural learning occur in the Ethiopian classrooms, but mastering does not occur as marked with (+) and (-) respectively. Given the dismal state of English in general and the absence of mastering in particular, the paper raises and answers seven research questions.

1.1 QUESTIONS OF THE STUDY

- 1) Is English being taught methodically in Ethiopia?
- 2) What are the major linguistic impediments in mastering English?
- 3) What are the major non-linguistic impediments in mastering English?
- 4) What are the most vulnerable linguistic impediments to be rectified?
- 5) What are the most vulnerable non-linguistic impediments to be rectified?
- 6) How to devise an empirical approach to overcome linguistic impediments?
- 7) How to devise an empirical approach to overcome non-linguistic impediments?

1.2 SIGNIFICANCE OF THE STUDY

First of all, it is imperative to mention here that this paper is a sequel to the findings of two previous phases of this ethnographic research. The first phase was an attempt to answer 1st, 2nd, and 3rd research questions in which 2nd and 3rd research questions were answered conjointly. The second phase of the study made a remedial attempt by adding and answering 6th research question from linguistic perspective only. This study, which is in the form of the third or the last phase, lays more emphasis on non-linguistic impediments by adding and answering 3rd, 5th, and 7th research questions. For instance, the paper has explored multilingual education as the most detrimental non-linguistic factor which is emerging as a potential threat to the quality of English education. In this regard, a comprehensive perception study was made to know whether to retain or reverse the current pattern of multilingual education. Viewing the space limitation, this version of the research is going to present old findings in a nutshell and new findings at length.

As for the significance of this study, the paper has pioneered a new area of discussion by addressing the learners' suppressed and accumulated outburst of not mastering English timely. Although a host of local researchers like Bogale (2009), Jeylon (2010), Eshetie (2010), and many others have discussed ELT issues from different perspectives, e.g. assessment, syllabus design, language planning, gender, etc. but there is almost no research concerned with exploring and rectifying the impediments in mastering English. Most of the local researchers often perceive and investigate ELT issues in terms of what rather than why, whereas the present work discusses the issues from causal as well as remedial perspectives. From remedial perspective, the paper proposes two empirical approaches to overcome linguistic and non-linguistic impediments.

2. METHODOLOGY

The research is primarily ethnographic and secondarily phenomenological. Ethnographic, in that it requires long-term observations and investigations of the participants mostly from *emic* perspective in which a group of ESL learners' own learning experience is investigated and partly from *etic* perspective in which researchers interpret what they see largely from their own perspective in order to validate the findings.

2.1 Participants

For the first and the second phase of the study 25 undergraduate and postgraduate students and 15 TEFL instructors of *Haramaya, Dire Dawa, Jijiga Universities*, and Harar secondary school were selected using purposive sampling as they were expected to have unique ability to explain, understand, and yield information about the problematic discourse. For the last phase of the study, 150 participants comprising 50 students, 50 teachers, and 50 government workplace employees were selected using convenience sampling to explore non-linguistic impediments and their remedies.

2.2 Data Collection Method

Participant observation, unstructured interview, and document analysis were employed to collect the data. Participant observation, which enables researchers to assess what their subjects actually do, rather than what they say they do (Bloor & Wood, 2006), allowed the researcher to directly immerse himself with the participants in 6 EFL classrooms to assess primarily the use and effectiveness of ELT methods and activities, appropriateness between levels of the learners and the employed ELT activities, appropriateness of authentic materials, and impact of formative and summative assessment. Unstructured interview was used to elicit causal factors, especially of linguistic and non-linguistic impediments in mastering English. Unstructured interview was deliberately employed as the participants expressed their reluctance in responding through focus group discussion and questionnaire due to sensitivity of the queries. Unstructured interview allows the respondents to answer freely and the researcher to probe and

explore the exact and related problem(s) as they come up during the interview. Document analysis was used to study the localized research papers on the relevant issues not only to triangulate the findings drawn from participant observation and unstructured interviews, but more importantly to enhance the credibility of the data in terms of internal and external validity.

2.3 Data Analysis

The data analysis was made using *Analytic Induction* as well as percentile scale. As a part of analytic induction, all the collected data (observed, heard, and read) were thematically categorized and interpreted based on the descending degree of prominence, emphasis, and relativity of the findings being studied. Secondly, the data gathered through unstructured interview was analyzed using percentile scale (see doughnut chart: Figure 7) which shows the degree of consent on reversing the current trend of multilingual education.

3. FINDINGS AND DISCUSSION

In response to the seven research questions, this section discusses the findings under seven thematic headings. As part of answering the first research question, the paper, firstly, presents the scene of ELT methods used globally and locally.

3.1 Methods of ELT Used Globally and Locally (in Ethiopia)

As for the ELT methods used globally, 19 ELT methods were explored as shown in table 2.

Table 2. Methods of ELT used globally

ELT Methods	Theoretical Base	Skill(s)	Main Activities
Grammar Translation Method (GTM), 1850s	GTM is based on deductive learning. It gives grammar rules explicitly to learners and the rules are reinforced with examples (Larsen, 2000).	writing reading	translation, sentence completion, vocabulary and writing drills, and reading comprehension,
Montessori Method (MM), 1870s	MM is based on careful observation of what children reveal about their developmental needs. In MM, L2 is presented like L1.	speaking writing	repetition, rhyme, stories, songs, finger-plays, phonics, opposites, memory card, life experience, etc.
Direct Method (DM), 1890s	DM is based on inductive learning. Learners are directly exposed to L2.	speaking listening	conversation, vocabulary drills, dictation for listening
Audio Lingual Method (ALM) 1960s	ALM is based on behaviorism that advocates learning a language through habit formation with immediate result.	listening speaking	memorizing, grammar games, repetition, chain and substitution drills
Community Language Learning (CLL) 1970s	CLL is based on a holistic approach. It views learners as a 'whole person' and makes them sit in a circle and share their feelings, intellect, and reactions.	speaking listening	L1-L2 lexical translation, experience sharing, reflective listening, repetition drill, and group task to know each other
Silent Way (SW) 1970s	Learning in SW is not habit-formation rather inductive rule-formation.	speaking listening	cognitive coding with colour rods and fidel charts
Suggestopedia 1970s	It activates mind's potential of learning by relaxation and positive suggestion.	listening speaking	peripheral learning, concert, visualization, etc.
Total Physical Response (TPR) 1970s	TPR is based on Innate Bio-Program, Brain Lateralisation, and Stress-affective Filter to up effective learning.	listening speaking	commands for action, role reversal, and action sequence
Communicative Approach (CA) 1970s	CA is based on real communication. It prioritizes function rather than form.	speaking listening	authentic discourse, role play, language games, picture strip story, scrambled sentences
Audio Visual Method (AVM) 1970s	AVM uses technology to teach less and learn more. It accelerates mastering of English grammar (Shelby, 2012).	speaking listening reading	pronunciation and fluency drills using audio, video, and computerized lessons
Cooperative Learning (CL) 1970s	CL is based on mutual cooperation of the learners to maximize everyone's learning to reach a common goal.	speaking reading writing	social and conflict-resolution based interaction, think-pair- share, and circle the sage
Semiotic Approach (SA) 1980s	SA theorizes that language learning is sign learning using different signs, symbols, icons, body language, and visual communications.	speaking reading writing	visual illustration, dialogues, and role-play
Presentation-Practice-Production (PPP) 1980s	PPP is based on three principles: Presentation, Practice, and Production. Teachers present a phenomenon which learners practice and produce finally.	speaking listening reading writing	It follows almost all the activities of TPR method.
Task-Based Approach (TBA) 1980s	TBA theorizes that we learn a language when we use it. So task is greater than the language (Harmer, 2006).	speaking listening writing	completing a task in groups and making it public, problem solving activities
Multiple Intelligences (MI) 1980s	It has 8 intelligences: linguistic, logical, intrapersonal, kinesthetic, interpersonal, naturalist, musical, and spatial-visual.	speaking listening reading	MI activities conform to those of CLT, TPR, ALM, AVM, and Suggestoedia.
Natural Approach (NA) 1980s	NA follows input hypothesis. Learners are exposed to comprehensible input.	speaking listening	situational dialogues using chart, pictures, and other realia
Learner Autonomy (LA) 1990s	LA is based on the "ability to take charge of one's own learning" (Holec, 1981).	speaking listening writing	Computerized learning, pair work, crosswords, audio-video recordings, grammar games,
Lexical Approach (LA) 1990s	LA is based on learning language through vocabulary in the form of collocations, idioms, phrasal verbs, etc.	speaking writing	word-clouds, vocabulary drills, corpus study to know and use frequent words
Principled Eclecticism (PE) 2000s	PE is a combined process of a variety of structural and communicative activities of language teaching as there are strengths as well as weaknesses of single theory based methods.	speaking listening writing reading	reading comprehension, fill-in the blanks, writing story, etc.

Comparing the uses of 19 ELT methods in the Ethiopian classrooms, all the participant teachers were asked to forward their views on the uses of ELT methods. There was a common reply that they follow learner-centred approach. Learner-centred approach, which is an offshoot of methods like *Learner Autonomy* and *Multiple Intelligences*, is not practiced in reality in the Ethiopian classrooms as the learners are fully dependent on the teachers for any activity and are reluctant to develop a sense of responsibility for the outcome of their learning. Viewing this paradoxical stance on the uses of ELT methods, 6 EFL classrooms were observed to determine the uses of ELT methods. For this, two independent variables: *application of method (AOM)* and *degree of application (DOA)* were set. AOM was ascribed binary values (+) and (-) which respectively imply the presence or absence of any method, whereas DOA was ascribed six temporal values in descending degree: {*always, often, sometimes, seldom, rarely, and never*}. The first three temporal values: *Always, Often, and Sometimes* were assigned (+) to affirm the application of any method, whereas, *Seldom, Rarely, and Never* were assigned (-) to negate the application of any method regardless of their DOAs. In addition, an attribute 'Unfamiliar' was also added under DOA to bring out the teachers' unawareness of ELT method(s) as shown in table 3.

Table 3. Methods of ELT Used Locally

The ELT Methods Used Globally	The ELT Methods Used Locally (in Ethiopia)	
	AOM	DOA
1. Grammar Translation Method (1850s)	+	Frequently
2. Montessori Method (1870s)	-	Rarely
3. Direct Method (1890s)	+	Sometimes
4. Audio Lingual Method (1960s)	+	Sometimes
5. Community Language Learning (1970s)	-	Rarely
6. Silent Way (1970s)	-	Seldom
7. Suggestopedia (1970s)	-	Never
8. Total Physical Response (1970s)	+	Sometimes
9. Communicative Approach (1970s)	+	Often
10. Audio Visual Method (1970s)	-	Rarely
11. Cooperative Learning (1970s)	-	Rarely
12. Semiotic Approach (1970s)	-	Unfamiliar
13. Task-Based Approach (1980s)	+	Often
14. Natural Approach (1980s)	-	Unfamiliar
15. PPP (1980s)	-	Unfamiliar
16. Multiple Intelligences (1980s)	-	Unfamiliar
17. Lexical Approach (1990s)	-	Unfamiliar
18. Learner Autonomy (1990s)	-	Rarely
19. Principled Eclecticism (2000s)	-	Unfamiliar

The results of DOA in table 3 show not only the absence of effective methods but also unfamiliarity with important methods like Natural Approach, PPP, Semiotic Approach, and Lexical Approach, Principled Eclecticism among the teachers. The table also falsifies the claim of practicing *learner-centred approach* because neither the teachers encourage the learners in a quest for self learning activities nor the course components favour autonomous learning.

3.2 Major Linguistic Impediments in Mastering English

Using participant observation and unstructured interview, twelve linguistic impediments were explored as follows.

3.2.1 Lack of Integrative-Skills Teaching

Viewing the limitations of almost all the ELT methods to give equal focus on four macro skills, i.e. Listening, Speaking, Reading, and Writing, a host of scholars such as Jing (2006), Larsen (2000), McDonough and Shaw (1993), Richard and Rodgers (1995), Scarcella and Oxford (1994), Oxford *et al* (1994), Snow (1991), and many others have preferred the use of integrative-skills teaching. Integrative teaching, a holistic approach to link all the four macro skills: (listening, speaking, reading and writing), is based on the premise that what has been learnt and practiced through one skill is reinforced and developed through other skills. If we want our language learning to come as close as possible to real life communicative situations, then we have to organize activities that let students use all the four language skills (McDonough and Shaw, 1993). Observing the Ethiopian EFL classrooms, it was found that the teachers are still imparting segregated teaching by focusing on one or two skills. They are *Reading and Writing*. This fact has also been substantiated by several local researchers such as Jember (1995), Negash (2008), Kebede (2011), Erchafo (2013), Yibrah (2013), etc.

3.2.2 Incompatibility between Levels of Learners and the Lessons

The incompatibility between levels of learners and the given lessons or activities is also an impediment that hinders optimal learning. Considering the varied degrees of linguistic proficiency, learners are labeled with levels like *Beginner, Pre-elementary, Elementary, Upper-elementary, Pre-intermediate, Intermediate, Upper-intermediate, Advanced, Very advanced, and finally Proficiency level* in which learners master an L2 with precision sometimes superior to that of some native speakers. To measure the levels of learners, one can make use of several online and offline level-tests such as:

<http://www.esl-lounge.com/student/level-test.php>
<http://www.dllr.maryland.gov/gedmd/cs/eslcslevel.pdf>
<http://www.englishclub.com/esl-exams/levels-test-wc-start.htm?>

In the Ethiopian context, neither the teachers strive for determining the levels of the learners nor have the course contents or activities been designed in such a way that could fit with a particular level of learners. For want of determining the levels of learners and finding the suitability of a course or activities for a particular level of learners, the underperforming learners are often unable to cope with the desirable progression of learning and mastering the language.

3.2.3 Faulty Methods

Here, faulty methods have two connotations: (i) using wrong method(s) and (ii) using methods wrongly. *Using wrong methods* implies unawareness of using an ELT method for a particular level of learners, whereas *using methods wrongly* implies using a method aimlessly without knowing its effectiveness to improve a particular language skill. Neither the teachers nor the prescribed text-books were found to establish a correlation between methods and their respective activities to groom different levels of learners to master the language.

3.2.4 Impractical Curriculum

Curriculum plays a decisive role in the ultimate outcome of the learners. The current curriculum is impractical as it does not inculcate adequate interest in the learners to orient them to learn English innately and enjoyably. Nor, does it put theoretical competence into practice, usage, or performance. To be more precise, the curriculum and the prescribed textbooks lack authentic and interactive lessons for real communication related to the life of the learners in terms of their indigenous culture, language, real life events, needs, and paraphernalia (Jha, 2014: Jan-I). The curriculum prescribes textbooks which are either archaic or laden with form rather than function (interactive lessons). Even though, the prescribed textbooks contain some interactive lessons, the teachers do not involve the learners in task-based interactive activities such as role play, pair and group work activities, group discussion, presentation, public speaking and so on to accomplish certain task or goal in an enjoyable manner (Jha, 2014: Jan-II). In addition, the curriculum is frequently changed breaking the natural hierarchy of the course components especially in Ethiopia and Libya. Viewing the ongoing changes in our thought process and perception of the world, a periodic reform in curriculum is needed but it should not be too frequent that the existing teachers may find it hard to bridge the gap between their existing competence and the expected competence at fast pace (Jha, 2014: February).

3.2.5 The Students' Incompetence in English

Not to say of active participation in classroom activities, students are often deprived of understanding what they hear from their teachers or read in their textbooks (Bogale, 2009). English is ignored as a medium of instruction from grade 1 to 8 as well as during diploma program especially in Oromia region. The students often complain of being dismissed from the university because of their incompetence in English. The students can express their subject-matter knowledge in L1 but not in English. Lack of access to good study materials in English is also a chief cause of the students' incompetence in English. Thus, English proves more as a medium of obstruction rather than instruction (Stoddart, 1986).

3.2.6 Audio-Visual Teaching Reduced to Nil

Though, most of the EFL institutions are equipped with language labs but there is no audio-visual drill on phonological aspects of English language due to exceedingly large number of students and the teachers' technical inability to operate the lab.

3.2.7 Communicative Incompetence of the Teachers

Here, communicative incompetence implies teachers' low proficiency in using the language. Average teachers lack particularly in areas like word stress, intonation, sentence formation, words choice, stylistic, and cultural nuances of English language.

3.2.8 Pedagogic Incompetence of the Teachers

Some of the schools in Oromia regions report that students often stop the teachers from delivering English classes as they lack the essential subject matter knowledge. Many MA students with poor proficiency in English are often assigned to teach undergraduate English courses. Such a practice of teaching by novice instructors may form a chain of incompetent teachers in Ethiopia.

3.2.9 English-phobia and Testophobia

English-phobia in general and English test-phobia in particular have proved one of the major deterrents in learning and mastering English. The present mode of exam neither measures the progression of learning nor explores learners' areas of weaknesses followed by suggestive feedbacks to overcome them (Jha, 2013: March). Over the period of 3 months, the students normally undergo five to six tests of both formative and summative nature. Formative and summative tests are held so often that the students always find themselves over-assessed and over-stressed. For instance, a common course namely *Communicative English* designed for 1st year undergraduate students is offered for one semester (3 months). It is true that teaching-learning process should be followed by tests in order to assess the progression of learning. Viewing the current approach of testing, it won't be exaggeration to say that testing takes place more often than teaching-learning process in the Ethiopian EFL classroom.

3.2.10 Lack of English Exposure outside Classroom

In Ethiopian context, there are few opportunities for students to practice the language outside the classroom context (Mijena, 2013). Ethiopia – being a multilingual country with 82 languages and several dialects – has people from eight main regions where they like to communicate in their regional languages to promote their linguistic and cultural identities sidelining other languages including English. The average Ethiopian believes that life can move easily without English as English is not a crutch to survive in Ethiopian society.

3.2.11 English: Taught as a Subject rather than a Language

English, in present scenario, remains as a transient entity of rote learning through textbooks within the four walls of classroom for the learners. English is used merely as a subject for few months in schools or colleges where the learners' are just concerned with cramming some abridged handouts to clear English paper rather than learning or mastering it innately.

3.2.12 Lack of Authentic Materials

Ethiopian ELT practitioners are not successful in terms of identifying and availing authentic materials to suit the needs of different levels of language learners. In Ethiopian context, not to say of availing authentic materials, the students are often deprived of the prescribed textbooks. One text-book is often shared by three students. Due to outnumbering students, the concerned universities are not able to cater to the needs of the students in terms of equipping them with the prescribed study materials. Even the handouts are not made easily available to the students on time for several reasons. In this scenario, it is highly unlikely to think of quality English education.

3.2 Major Non-Linguistic Impediments

Like twelve linguistic impediments, the study also explored twelve non-linguistic impediments as follows.

3.2.1 Mother Tongue as the Medium of Instruction

In recent years, mother tongue as the medium of instruction has proved to be a serious impediment in the process of mastering English in Ethiopia. In 1994, Ethiopian constitutions underwent an amendment in which each regional state was given a right to choose, use, and diffuse its language from both educational and cultural perspectives (Jha, 2013: October). This amendment marked the welcoming sign of multilingual education which resulted into trilingual education consisting of *mother tongue + Amharic + English* (Bogale, 2009). But the prevailing multilingual education has caused more harm than good to the end users (students) in terms of learning and mastering English language to an optimal level because mother tongues became the media of instruction as well as subjects from the 1st to 8th grade (Seidel, 2009).

3.2.2 Mother Tongue Affinity

In the proliferation of mother-tongue education, the average Ethiopians have developed a strong affinity towards their mother tongues in terms of establishing their exclusive and distinct identities. This affinity has impaired their desire to use any other languages including English.

3.2.3 Imbalance between Class size and Classroom Size

According to Hayes (1997), the ideal number of students in a language class is 30 at most, because only under such a scale can offer enough chances for the students to communicate with each other. Class size here refers to the number of students in a classroom; whereas, classroom size refers to the length and width of a classroom. In E-L-I, a great imbalance is found between class size and classroom size due to large number of students. According to international standard, the ideal number of students in an EFL classroom of 15x20 feet size is 20 to 25 students for closer or individual attention. In case of Ethiopia, the average size of a classroom is 20x40 feet which accommodates 50 to 100 students. Here, the issue is not of accommodating a large number of students; rather, managing the large number of students as it affects teaching and learning in terms of closer attention, voice quality of teachers and learners, visibility of the board, managing pair and group work activities, etc. If we decrease the number of students for closer attention, it requires more groups of students which in turn will require more periods of teaching. More periods of teaching require more manpower which is not available at present.

3.2.4 Teacher-friendly Test

For the sake of saving time in correcting answer scripts, the Ethiopian ELT practitioners usually exclude analytical (subjective) questions from the final exam papers and set multiple choice questions as they are easier to be corrected by anyone in lesser amount of time with the help of answer-keys. Similarly, writing activities and assignments are not preferred during classes as they consume more time in suggesting corrective measures to improve the faulty and illegible write up of the students.

3.2.5 Ego War among Teachers

Intellectual jealousy and intellectual arrogance have been part of academia from time immemorial. If they are not nipped in bud, they prove hazardous in the long run for the teachers, learners, and the whole setup. The ego war, which mainly arises out of age supremacy, designation supremacy, knowledge supremacy, and mean intellectual jealousy among the teachers, is commonly and equally found in E-L-I. Senior teachers show high-handedness towards juniors and juniors do not like to be influenced by the seniors. In many instances, an individual's constructive ideas on ELT matters are plagued by robust views of a group of underperforming teachers (Jha, 2013: March).

3.2.6 Low Reward Causing Reluctance to Teach

This impediment is found at large in Ethiopia where almost all the participants (teachers) expressed their huge dissatisfaction during unstructured interview over meager remuneration compared to their counterpart expatriate colleagues (Jha, 2013: March).

3.2.7 Disrespect towards Teaching Profession

Due to low remuneration, teaching is not preferred as a noble profession in Ethiopia. Teaching is taken as a last resort by many young English teachers (Jha, 2013: March). They are more ambitious of becoming merchants, medical professionals or engineers but not teachers.

3.2.8 Alien Control of EFL Classroom

Alien Control of EFL Classroom refers specifically to external control of the EFL classrooms by super-imposed committee. It was found in the secondary schools of Harari region that an external committee, which does not have any active role in teaching, controls and monopolizes the entire examination activities by setting question papers for both mid-term and final exams of grade 9 and 10 (Jha, 2013: March).

3.2.9 Lack of Motivation

Positive attitude is essential to learn a language in a relaxed and enjoyable manner (Steinberg, 2001). Conversely, the Ethiopian learners lack adequate intrinsic and extrinsic motivation to master English chiefly due to their underestimation of English. The average E-L-I learner undermines the importance of English because most of the E-L-I students and teachers treat English as a foreign language rather than a second language. They view English as an object of discussion only within the four walls of classroom or in compelling situations. In addition, they rarely encounter the necessity of using it. Fear of being ridiculed, poverty, and the insecure sociological conditions dampen the students' enthusiasm and force them to neglect English language learning.

3.2.10 Poverty

The average student in Ethiopia is badly stricken with poverty as the income of their families is not adequate. So, poverty can be viewed as the root cause of several aforementioned non-linguistic impediments. First of all, poverty results into unfavorable family condition which mars the motivation of the students to learn English. The students from rural areas cannot afford to have English medium quality education. Most of the schools and colleges in rural areas do not have class-rooms equipped with language-labs for language teachers and students. In general, the demand far exceeds the supply, and very small amounts, if any, are available for innovative programs and ideas. In this scenario, it is highly unlikely to think of quality English education.

3.2.11 Lack of Professional ELT Practitioners and Courses

The scarcity of professional ELT practitioners and courses is an intertwined issue in Ethiopia. Today, almost all the ELT courses such as Cambridge DELTA, Trinity (Dip-TESOL), MA (TESOL/Applied Linguistics), etc. are normally available in native countries like USA, UK, Canada, Australia, New Zealand, and South Africa. The geographical distance and hefty tuition fees deprive the aspiring and existing ELT practitioners of availing these ELT courses and becoming qualified ELT practitioners. According to a recent finding by Jha (2014:March), the master programme titled *MA in TESOL & Applied Linguistics* is becoming the first choice for the ELT job employers in native as well as non-native countries. But, the Ethiopian universities are content with a single option of lately introduced *MA in TEFL*. There are three main reasons of undermining Ethiopian TEFL. Firstly, the assigned instructors are either the products of indigenously developed weak TEFL programme who form a vicious cycle or chain of unprofessional ELT practitioners in Ethiopia. Secondly, the prescribed curricula do not cover the vital components of language acquisition, language teaching, language technology, practicum, and intercultural communication. Thirdly, the eligibility criteria of recruiting ELT practitioners are highly faulty. The common practice is to saddle Indian teachers with ELT tasks who

themselves are the products of irrelevant ELT qualifications or the products of the heyday of GTM method with English literature background and heavy mother tongue influence. In Ethiopian scenario, both the teachers' competence and curricula are far below the international standards. Ethiopian ELT practitioners, according to Mijena (2012) teach what they know, what they have, what they think, and what they believe. They cannot give beyond what they have and what they know. He argues that the poor competence and proficiency in English language can be addressed by improving the quality of English language teachers.

3.2.12 Late Education and Introduction of English

The majority of Ethiopian learners start their education very late sometimes after the age of 13. According to critical period hypothesis of (Krashen, 1987), there is a period in a person's life in which s/he must learn a language, or else language acquisition becomes not only difficult but also impossible. The theoretical base of this hypothesis is that our brain becomes fully developed by puberty, i.e. the age of 12. After puberty the language learning becomes extremely difficult. Thus, late education also proves an impediment in the process of learning and mastering a second language like English.

It is desirable to mention that the reflections of 265 Haramaya University students in an ethnographic research by Jeylan (2010) helped in underpinning the major findings of this research. Of the aforementioned linguistic and non-linguistic impediments, the paper aimed at exploring six most vulnerable linguistic impediments and four most vulnerable non-linguistic impediments for further remedial processing as discussed under 6 and 7 respectively.

4. Six most vulnerable linguistic impediment(s) to be rectified

The purpose of exploring six most vulnerable linguistic impediments was to find and overcome at least 50% major problems. The assumption is based on the premise that rectifying 50% major problems may suffice to attain optimal learning and mastering the language. The linguistic impediments whose degree of vulnerability exceeds 50% were categorized under major problems or most vulnerable linguistic impediments. For this, a close-ended questionnaire was distributed to all the 40 participants to tick the degree of vulnerability of 12 linguistic impediments. The distribution of the degree of vulnerability was set in terms of percentage with 10 different ranges, i.e. (1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100). The following are the results of the same.

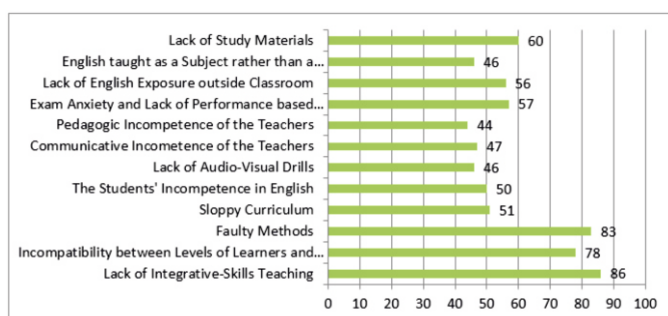


Figure 2: Six Most Vulnerable Non-Linguistic Impediments

It is noteworthy in figure 2 that six most vulnerable linguistic impediments whose degree of vulnerability exceeds 50% are (i) Lack of Integrative-Skills teaching, (ii) Incompatibility between Levels of Learners and the Lessons, (iii) Faulty Methods, (iv) Exam Anxiety and Performance based Tests, (v) Lack of English Exposure outside Classroom, and (vi) Lack of Study Materials.

5. Six most vulnerable non-linguistic impediment(s) to be rectified

The following bar chart (figure 3) shows six most vulnerable non-linguistic impediments whose degree of vulnerability exceeds 50%. They are (i) Mother Tongue as the Medium of Instruction, (ii) Mother Tongue Affinity, (iii) Low Reward Causing Reluctance to Teach, (iv) Lack of Motivation, (v) Lack of Professional ELT Practitioners and Courses, and (vi) Teacher-friendly Test

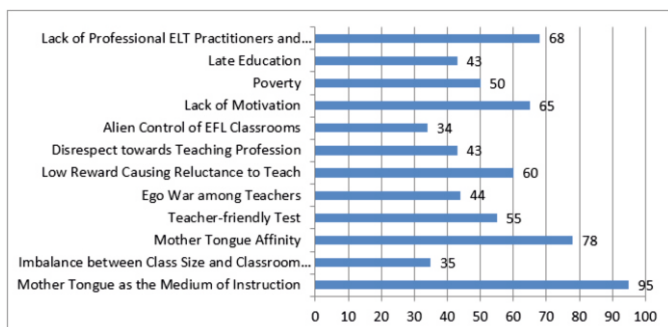


Figure 3: Six Most Vulnerable Non-Linguistic Impediments

To overcome the aforementioned six most vulnerable linguistic impediments and six most vulnerable non-linguistic impediments, the paper posits an empirical remedial approach called *Integrated Iconic Approach* (IIA) to overcome the most vulnerable linguistic impediments and a quadrilateral framework (2M-2L) to overcome most vulnerable non-linguistic impediments.

5. Integrated Iconic Approach (IIA)

The Integrated Iconic Approach which was firstly conceptualized in the researcher's first report (Jha, 2013: March) is being recapitulated here. IIA has been conceptualized under the umbrella concept of principled eclecticism proposed by Larsen (2000) which encourages learners to be autonomous in their learning by conjoining ELT methods. Hence, the term *integrated* has been used as it intends to integrate the effective essence of all ELT methods; whereas, *iconic* refers to learning supported by visuals as our brain is more receptive to visuals than text (ibid).

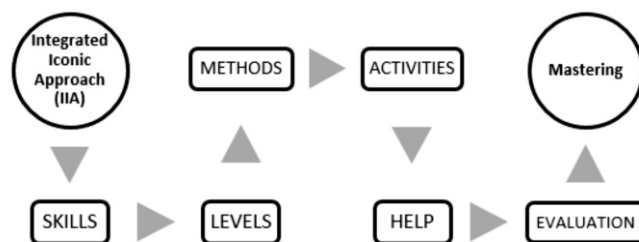


Figure 4: Conceptual Framework of IIA

The conceptual framework of IIA in figure 2 prescribes six sequential strategies namely *skills*, *levels*, *methods*, *activities*, *help*, and *evaluation* to reach the stage of mastering, whereas table 4 enlists the plausible components of the six strategies.

Table 4. Components of IIA

STRATEGIES	COMPONENTS
Skills	Listening → Speaking → Reading → Writing
↓→ Levels	Pre-production, Early production, Speech emergence, Intermediate fluency, Advanced Fluency
↓→ Methods	Grammar Translation Method (GTM), Total Physical Response (TPR), Communicative Approach (CA), Community Language Learning (CLL), Cooperative Learning (CL), Natural Approach (NA), Direct Method (DM), Multiple Intelligences (MI), Task-Based Approach (TBA), Audio Lingual Method (ALM), Silent Way (SW), Learner Autonomy (LA), Audio Visual Method (AVM), Suggestopedia (S), Produce-Present-Practice (PPP), Lexical Language Learning (LLL)
↓→ Activities	Independent Activities: (1) Vocabulary learning by listening Story, (2) Listening and Watching Native Speakers' Interaction, (3) Opinion Gaps, (4) Jigsaw Task, (5) Collocational and Contextual Vocabulary Drills, (6) Questions and answers, (7) Commands, Comments, (8) Brainstorming, (9) Paraphrase, (10) Memorization, (11) Inductive Grammar learning, (12) Peripheral Learning, (13) Scrambled sentences, (14) Action Commands, (15) Dictation, (16) Fluency Drill (17) Paraphrasing, (18) Symbolic learning, (19) Translation 'L1-L2/L2-L1', (20) Rhetoric and Idioms
	Interdependent Activities: (21) Role play: Teacher & Student, or Student & Student, or Solo Interaction, (22) Group Discussion, (23) Public Speaking, (24) Composition, (25) Purposive Writing, (26) Précis writing, (27) Review writing, (28) Thinking strategies, (29) Discussion games, (30) Presentation, (31) Corpus Study (32) Discussion Games (33) Language Games, (34) Think-Pair share
↓ Help	Iconic Communicative Lexicon, Collocational Lexicon, Iconic Communicative Structures, Pronunciation, Contrastive Referential Grammar, Rhetoric and Idioms
↓→ Evaluation	Unconscious Evaluation, Self Evaluation, and Conscious Evaluation

The following are the brief accounts of the strategies and their components. The downward and rightward arrows in table 3 imply the occurrence of strategies and their respective components one after another but not vice versa.

6.1 Skills

The first strategy of IIA is to decide '*skill*' to be learnt'. Though, the plausible sequence of language skills begins with two audio-lingual skills: *Listening* and *Speaking* followed by two graphic skills: *Reading* and *Writing*, but one may opt for learning and mastering any skill based on one's needs.

6.2 Levels of Learners

After selecting skill, IIA's next strategy is to measure and decide levels of learners. As a part of IIA, learners are categorized into five levels based on the classification made by Krashen & Terrell (1983) as follows.

Level-1: Pre-Production (PP)

PP level spans from 0-6 months in which learners with their minimal comprehension do not actually produce language rather listen attentively and keep parroting. Learners, at this level, know up to 500 words and communicate with 'yes/no' cues. Teachers should normally use TPR method for PP level learners.

Level-2: Early Production (EP)

EP level spans from six months to one year and the learners know active vocabulary of about 1000 words. This is the phase of item learning in which learners learn at word and phrase level with interactive activities that require one word answer and response.

Level-3: Speech Emergence (SE)

SE level spans from one to three years in which learners acquire a vocabulary of about 3,000 words and communicate with simple phrases and sentences that may or may not be grammatically correct. Teachers are supposed to (i) ask questions that require short answers, (ii) involve learners in explaining phenomena in terms of 'why' and 'how', and (iii) give activities like listening story, reading short essays, understanding-answering questions about charts and graphs, matching and defining words, pair work, and sharing life experience, etc.

Level-4: Intermediate Fluency (IF)

This level spans from three to five years in which learners acquire a vocabulary of about 6000 active words. They start using complex sentences with few grammatical errors. The learners are expected to synthesize what they have learned and analyze more complex concepts.

Level-5: Advanced Fluency (AF)

To reach AF level, learners normally take six to ten years in which their limit of vocabulary exceeds 6000 communicative words and they acquire outstanding academic language proficiency. The AF learners are supposed to have utmost proficiency in L2 phonology, morphology, syntax, semantics, and discourse. Learners are trained in higher activities like, public speaking, delivering rational talk, storytelling, compiling and presenting views of distinguished speakers and writers, practical teaching, literary composition, etc. to have native-like or superior-to-native proficiency.

Thus, levels of learners play a decisive role in IIA framework as any further decision of applying methods and activities is taken in accordance with the levels of learners. After deciding the levels of learners, IIA decides effective ELT methods.

6.3 Methods

Since one ELT method is not enough to master a particular language skill, IIA decides and employs effective ELT methods for the pre-selected *skill* and the *level* of learners in an integrated and sequential manner. For instance, an EP level learner should be first exposed to an ELT method like TPR followed by NA, DM, and CM respectively.

6.4 Activities

After deciding methods, IIA decides effective ELT activities of the selected methods for the pre-selected skill and the level of learners. In table 4, the rightward arrow used in the activities box implies that simple activities should be followed by complex ones. It is imperative to add that 34 activities listed in table 4 have been sensibly arranged to arouse and uphold the interest of learners which eventually leads to and aims at bringing out optimum mastery in L2.

6.5 Help

The next strategy in IIA is to access a *Help Database* comprising six types of linguistic help to strengthen the process of mastering as follows.

A. Iconic Communicative Lexicon

EFL Learners are often obsessed with a misconception that more words they know better they can speak English. A research in lexicography has shown that a person, who is well proficient in speaking or writing English, knows around five to six thousand words (Kucera, 1993). These five to six thousand words are called communicative or common words which have been extracted from the spoken and written corpus based on their higher frequency of occurrence especially in spoken communication. The quest for communicative words in English is not a new phenomenon. A host of language scholars like (Ogden, 1930), West (1953), Hindmarsh (1980), Carter (1987), and McCarthy & O'Dell (1999) vested their interest in formulating communicative words. In this regard, IIA proposes the database of 5000 communicative words in iconic (photo/video) forms. One of the best examples of an iconic lexicon can be seen as *Longman Wordwise Dictionary* published by Longman Press.

B. Collocational Lexicon (CL)

A word acquires its meaning or word-class only when it occurs in association or collocation with other words. A collocation is a group of words that are often used together (McCarthy & O'Dell, 2005). For example, in a collocational phrase like *take a photo*, no word other than *photo* collocates with *take* to give the same meaning. Similarly, in a phrase like *strictly prohibited*, the word *prohibited* is naturally preceded by an adverb like *strictly*. English words are highly polysemous; for instance, *American Heritage Dictionary* (3rd Ed.) gives 40 different meanings of "set" which make the learners fumble in deciphering the intended meaning of the word as they usually pick up the first meaning. Similarly, a word is used as different word classes. For example, a traditional lexicon may list up a word like "back" with different word-classes, e.g. noun, verb, adjective, and adverb as in *tanned back*, *back a car*, *back door*, and *turn back* respectively. But a novice learner picks up the very first meaning with first word-class which often fetches an unintended meaning.

To meet such lexical issues, IIA proposes a collocational lexicon that resolves the right meaning, word-class, and usage of a word in phrasal, syntactic, and discourse forms. For a given word, the proposed CL gives first phrasal collocation. Thereafter, the phrasal collocation is exemplified and contextualized in sentence and discourse forms to resolve the right meaning, word-class, and usage of the word. Collocational approach is proving the best approach to learn words. Hoge (2012), one of the finest EFL trainers, is a great advocate of collocational approach in his English teaching program *Effortless English*. For him, phrase is the first unit of language to be taught and learnt. People learning foreign languages tend to learn quicker by remembering collocational phrases more so than individual words.

C. Iconic Communicative structures

The help database of iconic communicative structures is supposed to have visual elucidation of around 123 English structures (sentence patterns) which suffice to construct almost all types of sentences in English with slight permutation. Iconic or visual elucidation of sentence makes sentence learning easier, faster, and more vivid. The URL www.englishclass101.com/video provides good examples of iconic syntax.

D. Pronunciation

The help database of pronunciation helps the learners on phonological aspects. IIA expects the learners to master 60 essential rules of stress and intonation given by Allen (1965).

E. Contrastive Transfer Grammar (CTG)

The purpose of CTG is to make learners equally competent in L1 and L2 as it contains a contrastive knowledge base of L1 and L2 syntactic structures. In IIA framework, CTG is envisaged to have a contrastive knowledge base of L1 and L2 syntactic, phonological, morphological, and semantic structure based on the pattern of *English-Hindi Transfer Grammar* written by Surajbhan Singh (2003).

F. Rhetoric and Idioms

This database elucidates 65 rhetorical devices and 240 current idioms to help IF and AF level learners master figurative systems and stylistic nuances of English language.

6.6 Evaluation

Normally, any method of teaching does not hold any value if it is not followed by an evaluation. Though, the term *evaluation* is often associated with *assessment* and *test* and sometimes interchanged erroneously, but it is useful to think of them as separate but connected ideas and processes (Djihadi, 2010). Burhan (2009) and Kizlik (2012) also distinguish these three overlapping concepts. Evaluation is used in broader perspective subsuming both assessment and test, whereas assessment is being widely used in the field of ELT with two basic types: *formative* and *summative*. Test is the narrowest of its scope as it is a special form of assessment. Critically speaking, the learners feel over-assessed and over-stressed due to formative assessment, whereas, summative assessment mounts up more pressure on the learners as it becomes vital for them to get through the test with good grades.

IIA prefers the use of the term *evaluation* due to its wider concern to measure the progression of learning and mastering by fully discarding summative assessment and partially incorporating formative assessment. As a part of evaluation, IIA proposes *Unconscious Evaluation*, *Self Evaluation*, and *Conscious Evaluation*. Unconscious evaluation is specifically suggested for PP and EP levels' learners as shown in figure 4. It aims to lower anxiety and over-consciousness of learners as learning goes down if the anxiety is higher (Krashen, 1987). Self evaluation enables learners to test and correct themselves using computerized online/offline tests mainly to avoid any embarrassment arising out of poor scores or grades in the presence of peers and teachers. Conscious evaluation is made for IF and AF levels' learners to measure the performance (usage) rather than competence (knowledge) of the language. Performance-based assessment "represents a set of strategies for the application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students" (Hibbard, 1996). Conscious evaluation intends to ensure learners' mastery in English phonology, morphology, syntax, semantics, and stylistics. If the performance is unsatisfactory, learners are advised to backtrack, work out, and make up for the

shortcomings till the mastery reaches the optimum level.

6.7 Strategic Processing of IIA

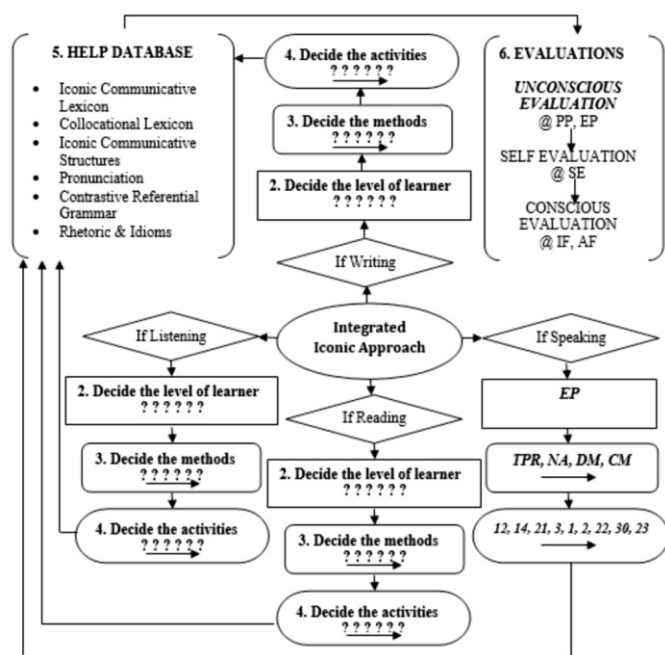


Figure 5: Strategic Processing of IIA

The flow chart (figure 5) above is the rendition of strategic processing of the aforementioned six strategies. It is noteworthy that the processing of six strategies has been epitomised with respect to *speaking* skill of *EP* level learners only. Hence, the question marks (???) have been used to indicate the absence of respective processing for reading, listening, and writing skills. The rightward arrow indicates the selection of methods and activities based on their increasing degrees of ease and effectiveness.

The flow-chart shows that if *speaking* skill (as shown in the diamond box) is selected as the first strategy; the second strategy is to decide the *level* of learners. To typify, *EP* level (as shown in the rectangular box) has been chosen. The third strategy is to decide effective *methods* for the *speaking* skill of *EP* level learners. To typify, methods like *TPR*, *NA*, *DM*, and *CM* (as shown in the round rectangular box) have been chosen based on their increasing degree of ease and effectiveness. The fourth strategy is to decide effective *activities* of the selected methods. To typify, nine sequential activities: 12, 14, 21, 3, 1, 2, 22, 30, and 23 (as shown in the terminator box) have been chosen from table 4 based on their increasing degree of ease and effectiveness. The fifth strategy is to access *help* database which provides essential knowledge base to overcome any linguistic hurdles in the process of mastering English. The last strategy is *evaluation* in which learners are supposed to undergo three layered evaluation: *unconscious*, *self*, and *conscious* evaluation to ensure whether learning in conjunction with mastering is taking place expectantly or not. For *EP* level learners, unconscious evaluation has been selected as italicized in figure 4. In due course, the flow-chart is supposed to be used for developing a computerized interface by which a learner of different levels could be self-guided for learning and mastering English language.

7. Remedial Insight into Non-Linguistic Impediments

To overcome the four most vulnerable non-linguistic impediments, the paper suggests a 2M-2L framework as follows. 2M has been used to abbreviate two phrases *Mother Tongue as the Medium of Instruction* and *Mother Tongue Affinity*; whereas 2L refers to *Low Reward Causing Reluctance to Teach* and *Lack of Motivation and Professional Vision*.

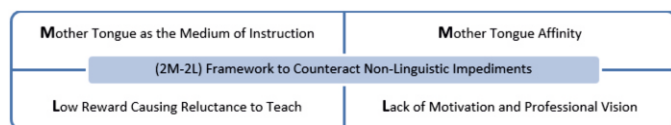


Figure 6: 2M-2L Framework to counteract major non-linguistic impediments

Of the four most vulnerable non-linguistic impediments, *Mother Tongue as the Medium of Instruction* showed highest degree of vulnerability, i.e. (95%) as shown in figure 6. Further to this, a perception-study was made to seek mass views on reversing the current trend of multilingual/trilingual education from (Mother Tongue + Amharic + English) to (English + Amharic + Mother Tongue). The prime goal of this perception study was to see the degree of consent on

replacing mother tongue by English as a medium of instruction. It is noteworthy that the following figure-7 shows 78% of the participants gave astonishing consent of reversing the current trend and using English as a medium of instruction; whereas 16% of the participants said 'no', and 6% of the participants preferred to abstain from making any remark on this issue.

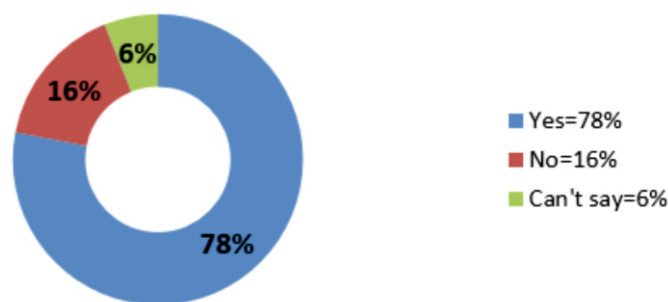


Figure 7: Should we replace mother tongue by English as the medium of instruction?

With respect to the results on exploring the degree of consent on reversing the trilingual education, it is imperative to mention here that the degree of yes, that is 78%, had three variants of 'yes'. Of the total 'yes', almost 23% participants gave a 'weak yes', 35% participants gave 'reasonably yes', and the rest participants gave 'strong yes'. Almost all the participants who gave 'yes' put a condition that English should become the medium of instruction only if it is introduced right from nursery grade rather than 1st grade. Their assumptions were well-justified in that a child should start learning a language (used as a medium of instruction) from the age of 2 or 3 and reach at least intermediate fluency by the age of 6 or 7 the age when children start their formal education from grade 1. This fact is also well-grounded and well-supported in several hypotheses of second language acquisition such as those of Krashen & Terrell (1983), Steinberg (2001), and many others.

As for *Mother Tongue Affinity*, one may continue with liking and glorifying one's mother tongue, but one ought to refrain from giving religious or ethnic tinge to any language because language should be viewed as a cohesive device rather than divisive device. Language in general is as a means of human communication and English in particular is a tool for socio-economic growth and global integrity. So English needs to be prioritized as a second language rather than foreign language in academia as well as workplace in parallel with regional languages.

The issues of *Low Reward* and *Lack of Motivation* are intertwined and there is an evident outburst of dissatisfaction on reward front among the teachers. An insightful thought needs to be given to boost up the dignity and well-being of the teachers as teachers are the axis and architect of knowledge industry.

8. CONCLUSION

In its long-term ethnographic observation, the paper has adhered to answer seven research questions. The observation revealed 24 striking facts; however, ten facts are apt to be reiterated here as they call forth immediate attention and solution. Firstly, the EFL teachers in Ethiopia do not keep themselves informed of the ongoing activities and developments in the ELT world. Secondly, due to short duration of the course loaded with a number of formative and summative assessments, the learners, on the one hand, simply aim at securing pass marks in English paper rather than learning or mastering English as a language innately and the teachers simply aim at wrapping the course contents in an abridged manner. So, it will not be an exaggeration to say that English is being taught and learnt as a subject rather than as a language only within the four walls of classroom. Thirdly, the course duration comes to an end by the time mastering phase begins. Fourthly, mother tongue education is emerging as a serious hindrance in English education. Fifthly, neither students nor teachers are motivated to excel in terms of mastering the language due to many-headed hydra like *low reward causing reluctance to teach*, *mother tongue obsession*, *teacher's comfort*, *ego war among teachers*, etc. Sixthly, the average teachers are not well-grounded in ELT because they themselves are products of weak TEFL programmes in the country. Seventhly, the goal of ELT (English Language Teaching) is to help the learners learn and master English rather than bludgeon them into rote learning to merely pass English test paper. In present scenario, the learners are way away from getting rid of Testophobia because the remedial prospect looks very bleak amid growing linguistic jingoism in the country. Eighthly, there is a need to have different kinds of proficiency tests for different levels of learners to see whether the learners have reached a particular level or not. If not, there should be diagnostic indicators to overcome the shortcomings of the students. Ninthly, the implementation of a multilingual policy without careful planning should be checked as it may result in a disaster as seen in the case of the introduction of the Wogogoda (Getachew & Derib, 2006). Finally, there is a paradoxical debate among the ELT practitioners that a piece of paper (degree) does not mean one has a good grasp of English or one can teach English. Despite having over-inflated qualifications in ELT, there are plenty of people

who are poor at spelling, grammar, and phonological aspects (stress and intonation) of the language. So, the need of the hour is to help the teacher undergo continuous professional development programme with more focus on practicum.

Thus, the need arises (i) to look into the existing linguistic and non-linguistic impediments from wider perspective; (ii) to diagnose further pertinent issues involving psycholinguistic, sociolinguistic, cultural, and political tinge; and (iii) to find holistic and lasting solutions of the non-linguistic impediments at the earliest. In line with the aforementioned linguistic and non-linguistic impediments, the paper forwards the following recommendations to enrich English Education.

Linguistic Recommendations

- A. Viewing the first linguistic impediment (faulty methods), the teachers need to have a special knack of using different ELT methods and activities for different levels of learners.
- B. Let's prepare and make the six help database practically available for the learners' use.
- C. For lack of authenticity and informativity in the current teaching materials like *College English*, *Basic Writing Skill*, etc., an immediate need is to replace them by authentic materials like *Situational Dialogues*, *True Colors*, *Headway*, etc. to expedite the mastering process.
- D. While designing tests to judge the progression of different proficiency levels, one may find the following links useful.
<http://www.esl-lounge.com/student/level-test.php>
<http://www.dllr.maryland.gov/gedmd/cs/eslcslevel.pdf>
<http://www.englishclub.com/esl-exams/levels-test-wc-start.htm>
- E. The concerned teachers should have adequacy in terms of communicative and pedagogic competence before they undertake the task of ELT. For this, standard biannual TESOL workshops (e.g. Trinity Dip TESOL) are needed for the current and prospective teachers.
- F. A teacher without professional certification in Applied Linguistics, Linguistics, TEFL, TESOL, or ELT should not be assigned to teach English language. A stringent pedagogic test should be made compulsory for all the teachers to ensure whether they are competent enough to teach all levels of learners (PP, EP, SE, IF, and AF) or not.
- G. Let's not merely use English within the four walls of classroom. The learners should be exposed to maximum comprehensible inputs like
 - (i) Watching TV cartoon programs like Barney, Mickey Mouse Club House, Sesame Street, etc. as they are not only fun-packed but highly educational to learn English in iconic forms,
 - (ii) Watching English movies, TV serials, Talk Shows like "Larry King Live" on CNN, "Hard Talk" on BBC, documentary channels like Discovery, National Geographic, The History, etc.,
 - (iii) Listening radio programs like BBC, Voice of America, podcasts, etc.,
 - (iv) Reading English story books, newspapers, magazines, etc.,
 - (v) Talking to or chatting with natives on social media.
- H. In today's dot com world, iconic learning has become very easy. So one should make best use of the following resources as they embellish and expedite our learning process.

Online Resources	Offline Resources
1. www.englishclass101.com/video	1. Face to Face
2. www.letstalk.co.in	2. Headway
3. www.dreamenglish.com	3. Cutting Edge
4. www.eslclub.com	4. Easy English
5. watchenglish.com	5. Soft copy of <i>Longman Wordwise dictionary</i>
www.youtube.com/user/atsusana69	

- I. One should also use audio resources available on www.effortlessenglish.com, *Longman's situational dialogues* (Track 1-44), and Linguaphone to master real communication.
- J. A language is better learnt by getting immersed in the speech community of that language, so the need arises to start English Immersion Programs and have more and more English community clubs so that the learners could know and use real communication.
- K. Both the teachers and the learners should be given a chance of assimilating with the natives either by sending them to the English speaking countries as a part of Summer Immersion Abroad Programs for a considerable period of

time or by inviting the natives to the local ghetto.

- L. To avail iconic learning, use www.youtube.com that is uploaded regularly with a host of interesting video lessons.
- M. Since test is an annoying factor in learning and mastering a language, English should be taught more as a language rather than as a subject. For this, the existing summative and competence-based test should be replaced by performance-based continuous assessment involving analytical and interactive exercises not only to measure the pace and outcome of learning but more importantly to expedite the mastering process. The goal of ELT is to make learners learn and master the language rather than forcing them to rote learning to merely pass English test paper.
- N. English must be used as a medium of instruction right from nursery grade. The early introduction of English is crucial as one's memory and motor skills, i.e. 'the agility of speech organs to produce speech sounds' are very high at an early stage (Steinberg, 2001).

Non-Linguistic Recommendations:

- A. Make an amendment in language policy. Ethiopia is currently practicing the trilingual Education, which comprises 'mother tongue+Amharic+English'. To meet the present needs, this trend ought to be reversed, as 'English+Amharic+mother tongue'.
- B. A need assessment survey should be made to know whether the indigenous people want the proposed language as a medium of instruction or not.
- C. No language should be imposed as a medium of instruction without proper need assessment of the indigenous people.
- D. Language should not be given religious or ethnic identity. Let's treat language merely as a means of human communication.
- E. Eradicate Academic Poverty. It is awful to mention that one textbook is shared by two or three undergraduate students in Haramaya University. The students cannot afford to have even a pocket dictionary.
- F. Let's inculcate professionalism to overcome non-linguistic impediments like 3.5 to 3.9.
- G. Inculcate the sense of communicative professionalism in the staff at workplace to avoid communication chaos.
- H. Since real quality education is transmitted to child right in the womb of the mother according to eugenics, women should be given the first priority of education as educated mothers can most effectively diffuse the knowledge to their offspring.

Summarizing the causal and remedial insights, there is an urgent need of introducing an empirical ELT method like Principled Eclecticism that could meet the holistic needs of different levels of EFL learners from psycho and socio-linguistic perspectives in the local ghetto. The Ethiopians have immense potential to master English if they treat it like their mother tongues and make it their lifestyle. For this, they need to replace mother tongue education by English education which will undoubtedly enhance the quality of English education in the eastern Ethiopia and harvest holistic growth of the country and its citizens

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